

One of the main concerns I have is that the current draft of standards is framed in a way which makes it appear that teachers and students must cover all of the questions listed and that is simply not possible. There are about forty-six bulleted questions and forty weeks of school (two of which are finals weeks). If it takes a week to fully discuss each of those questions and work on the skills needed to address those questions there is simply not enough time to address the questions in depth. Please frame the questions in such a way so that they are more focused or so that they give teachers permission to pick and choose which topics they will focus on. I've provided an example on what this might look like.

Each section of the frameworks should have one overarching question, not three, not seven, not five. Below that overarching essential question there could be additional sub-questions which should be expressed as guiding rather than mandatory.

Instead of this...

### **"1750-1917: Revolutions Reshape the World**

#### **Democratic Revolutions**

- How were enlightened ideas a break from the past?
- How did the "social contract" affect ordinary people?
- Why did civic reformers argue for representative governments?
- What are individual or natural rights? Who received those rights in the eighteenth century?
- What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America?
- How do the French, American, and Haitian Revolutions compare to one another?
- How is national identity constructed?"

(15, 427-428, 122-138)

...perhaps it should look like this:

### **1750-1917: Revolutions Reshape the World**

#### **Democratic Revolutions—How do democratic revolutions happen?**

The following sub-questions are intended to guide teachers in choosing topics that will help their students respond to the essential question above.

- How were enlightened ideas a break from the past?
- How did the “social contract” affect ordinary people?
- Why did civic reformers argue for representative governments?
- What are individual or natural rights? Who received those rights in the eighteenth century?
- What were the consequences of trying to implement political revolutionary ideas in Europe, Latin America, and North America?
- How do the French, American, and Haitian Revolutions compare to one another?
- How is national identity constructed?”

(15, 427-428, 122-138)

Additionally, if the time frame for the section “Revolutions Reshape the World: Democratic Revolutions” is 1750-1917 why are only the American, French and Haitian Revolutions specifically mentioned? (chapter 15, page 428, lines 131-132). Also which French Revolution are we talking about (France is currently on its 5<sup>th</sup> Republic)? (I’m assuming it is referring to the French Revolution of 1789, but given the time frame 1750-1917 how can one be sure?) To me, it looks like the old standards were simply reframed as questions instead of creating new standards that would make sense in light of Common Core.

Some of the questions are too easily answered. Instead of the Industrial Revolution question “Should this era of industrialization be called an industrial revolution? Why or why not?” (chapter 15, 436, line 282) a better question would be “To what extent was the period of industrialization known as the Industrial Revolution revolutionary?” Even this question isn’t particularly great, but at least it requires greater depth of thought to answer.

I do very much appreciate the inclusion of several primary sources, but some of the sources are a bit impractical. Telling teachers that “Students might also read Joseph Conrad’s *Heart of Darkness* or Adam Hothschild’s *King Leopold’s Ghost*” (15, 444, 463-464) is not helpful. When will students have time to do this reading on top of everything else? How will my sophomore students and English Language students be able to read *Heart of Darkness* (an exceptionally challenging read)? Instead it would be best to suggest excerpts from these books.

For the question, “Why did the Russian Revolution develop and how did it become popular?” (15, 454, 579) technically there were two revolutions in 1917 so perhaps “Russian Revolutions” would be more fitting unless we’re referring specifically to the Bolshevik Revolution.

Why is there a specific question about the Balfour Declaration (15, 459, 696-697), but not about the Armenian genocide? The inclusion of the Armenian Genocide as part of “What were the consequences

for nations, ethnic groups, and people?" (15, 456-457, 625-651) diminishes the genocide (also the question is not the same as the one previously listed on 15, 454, 578). The Holocaust is not included as part of another question, but is under its own separate question (15, 465, 832). Perhaps a better question for World War I and World War II is "How are genocides carried out?" It would also allow further discussion to more recent genocides like the ones in Rwanda and Bosnia.

Is there a way to avoid idiomatic expressions: "What were key ideas of communism and how were the ideas translated on the ground?"? (15, 463, 767-768).

What is the role of the four thematic themes brought up on chapter 15, page 491, line 1305? They appeared out of nowhere with not so much as a "Four Themes" heading. Can more explanation be provided? Are these themes intended to be woven throughout the course?

Thank you for considering my questions, concerns and comments.